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The JOURNAL of EDUCATION

Twice a Month for Better Schools

NOVEMBER 19, 1934

A Key to Successful Teaching

J. V. BREITWIESER

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Selected and Briefly Characterized by

MARY ALLISON BELDING

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The Editors Say...

How to carry out the advice, "Never say 'don't' to a child," has long been a poser to parents and teachers. Maybe this is because of the negative way in which the advice itself is given! At any rate, you will find Positive Teaching presented in an affirmative manner, in our first article: "A Key to Successful Teaching," by J. V. Breitwieser. We can imagine the quality and effectiveness of teaching in the whole United States going up twenty points or so if EVERY teacher were to read this article and apply it in the ciassroom.

•

Mary Allison Belding — parenthetically Mrs. Anson W. — happens to possess a rare discrimination in the choice of books. Her paper in this issue, "An Armful of Diverting Books," is her third annual report on new books of a non-technical sort that she has found specially interesting.

•

With democracy in government struggling to vindicate and maintain itself, we may well consider, with William A. Baldwin, "What Makes a Democratic School?" No one ever writes more clearly than does he.

•

Read "Why I Like My Boss," by Miss Leone Older. Read it whether you are a boss yourself or one of the "bossed."

•

Last Call for Short Stories in the Journal's Contest! See final announcement on page 523.

•

Treasure Hunt No. 6

It's discouragin' the way you folks go after the scrambled words in our Treasure Hunts. Guess we'll have to make 'em harder after this. But not this time. Here's an easy one—for some of you who haven't yet joined the chase.

A certain advertisement in this issue contains a sequence of two words composed of the following letters:—

stenpuricaquniletun

Hint—Look for unusual letters.

First correct answer mailed from your State (by postmark) entitles the sender to a FOUR MONTHS' subscription to this magazine free, for himself or a friend. The hunt is on!

Answer to No. 4 was "interesting subject matter," which appeared on page 468 of the October 15 Journal.

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JOURNAL OF EDUCATION

ANSON W. BELDING, *Editor*

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A Key to Successful Teaching

By J. V. BREITWIESER

Dean, School of Education
University of North Dakota

Any good teacher can master the technique of Positive or Affirmative teaching, and so become a better teacher. This article tells both why and how.

MENTAL hygiene, mental efficiency, and human engineering problems are beginning to receive more attention from educational leaders. The conservation of the child's time and mental energy has been shown to be just as important to the welfare of the race as the conservation of his physical strength and health. In fact, if the implications of modern psychological concepts are considered, the conservation of the pupil's time and mental energy is an integral part of health and efficiency programs.

Teachers and educational administrators are already familiar with work that is being done in the selection of essential materials for the curriculum. This selection has been justified because of the waning faith in the doctrine of general discipline. Psychological experimentation has indicated that the transfer of training seems to take place largely in terms of common habits, attitudes, and knowledge elements. Facts and principles must be common in the experiences they condition. The application of this principle has led to the elimination of useless, or rarely used, mathematical processes, words, languages, etc., from the curriculum, resulting in a great saving of time and energy for the student.

Psychological and neurological discoveries are suggesting another possible means of saving the energies of the child in school—or at least applying his energies in such a way as to bring about the maximum efficiency by the facilitation of favorable reactions. The embodiment of these principles has given rise to the practice of positive teaching, a method which emphasizes the direct and affirmative types of presentation.

Students of advertising and salesmanship have learned the value of positive as opposed to negative statements. They are taught to carefully avoid negations in their copy and sales talks. The teacher needs the same power in the "selling" of ideas, principles and moral habits as the business house needs in selling its wares.

The encouragement through the praising of good sentences and paragraphs is worth much more to a class than the criticism of poor forms and the parading of errors before those who are sensitive to all forms of stimuli. How much more inspiring the work of a teacher will become when she emphasizes achievements rather than failures!

In addition to the neurological evidence offered in favor of positive teaching, the educational experiments that have been conducted so far also offer data that bring us to the same conclusion. C. H. Griffitts in the American Journal of Psychology, Volume 33, page 95, in an article entitled "Affirmation and Negation," concludes from experimental evidence that the reactions to the affirmative situations are more efficient. An experiment carried on in classes in Educational Psychology in the University of California proved that the reactions to complicated instructions were quicker and more accurate when the instructions were stated positively rather than negatively. In discussing this principle with a political leader recently, the writer was told that one way to handicap and defeat a measure was to word its provisions in negative language. He pointed out that such language is hard to understand and that it tends toward antagonistic action on the part of the voter.

Thomas H. Briggs, in School and Society, November 5, 1927, Volume XXVI, page 596, reviewing two studies on the in-

fluence of "Praise and Blame as Incentives," comes to the following conclusion: "The evidence from both studies is convincing, that commendation, praise and encouragement are superior to censure, ridicule, threats and punishment. The latter not only are ineffective with the pupils to whom they are given, but they frequently are harmful to the other members of the class."

The classroom teacher will, doubtless, be interested in illustrations in the application of the principle of positive teaching.

First let us consider the matter of assignments. All assignments should be made so clearly and definitely that the first efforts of the children will always result in success. Blundering and wrong procedures will be avoided by carefully instructing the pupil in what to do and how to do it. The exercises or reading materials in the text should furnish the drill and reinforcement material for the facts and principles brought out in class. In general, text materials should be used after the recitation rather than preceding it.

•

Another question the teacher usually raises is what to do in case a child does makes errors. For teach as positively as we can, some stupid child will blunder. Suppose, for instance, that a child has unfortunately acquired the habit of spelling "limit" with two "m's." In the first place the attention of the rest of the class need never be called to this error. They need not suffer the confusion caused by introducing an interfering association. The child who has made the error should have a card handed to him at the top of which appears the word "limit" correctly spelled. A request should then be made to copy the word just as it appears at the top of the card, ten times. This repetition will nearly always fix the correct form without forming a confusing association.

In the same way, the correct spelling for all of the incorrect forms can be presented. If a paper has many misspelled words on it, it should not be returned to the pupil. There is no profit in reviewing wrong forms.

"The encouragement through the praising of good sentences and paragraphs is worth much more to a class than the criticism of poor forms and the parading of errors before those who are sensitive to all forms of stimuli. How much more inspiring the work of a teacher will become when she emphasizes achievements rather than failures."

Composition classes profit wonderfully from positive teaching. The teacher should mark the good sentences, the excellent paragraphs, the fine figures of speech, the apt illustrations, and have them read in class. Even the dullest boy can probably write the sentence, "I could not think of anything to write," without making a grammatical error or a mistake in spelling. Underscore that perfect sentence, praising him for the clear, correct statement. He will then be encouraged and as a result of this encouragement try to write two or three good sentences. Receiving praise for two or three good sentences will eventually result in a good paragraph. The sense of power begets power—confidence gathers and directs energy until achievement results.

•

When criticisms are offered, they should always be positive and constructive. The words "no," "not" and "wrong" should be supplanted with "yes," "a better form is" and "it is right thus."

Suppose George is attempting to bound Colorado. He names the states that surround Colorado in the following order: North, "Wyoming"; east, "Nebraska" and "Kansas"; south, "New Mexico"; west, "Utah." The teacher should immediately call for some one to "name the additional state on the north and the additional state, a part of which lies on the south," adding that every state named is correct. This fixes the idea that more than one state overlaps the northern and southern boundaries of Colorado and gives George the feeling of having contributed something positive to the class, and the students who added the names of the other states have co-operatively contributed to the welfare and progress of the class rather than humiliating George. Suppose that Frank should have said "Texas" instead of "Oklahoma," the teacher should have quickly admitted "Yes, Texas lies south of Colorado, but there is a narrow arm of a state between Texas and Colorado. What is it, Don?" If Don and the rest of them do not know, discourage guessing, and immediately turn to the maps and get "Oklahoma" without calling attention to the fact that Texas had even been mentioned as lying on the boundary, leaving only the impression that "Texas lies south of Colorado" but New Mexico and Oklahoma lie on its southern boundary.

•

When teachers learn the art of looking for the pupil's successes the pupils will succeed. The above illustrations will doubtless suggest many other interesting ways and means for carrying the psychology of positive teaching into the practical activities of the schoolroom.

•

Finally, then, since there seems to be neurological, psychological and sociological evidence in favor of positive or affirmative teaching, let us resolve to present the truth and avoid error, to praise more and blame less, to direct rather than to thwart, to conserve energy rather than to waste it, to simulate the right and neglect the wrong, to facilitate rather than inhibit.

An Armful of Diverting Books

By MARY ALLISON BELDING

A BOOK editor of a publishing house wearily remarked to me: "There are far too many books published." After being submerged for some weeks past in a welter of books, I am inclined to agree. At length I have floundered to shore with an armful that seem to me worth saving, for enjoyment's sake. Of course there must be some equally good that eluded me. On the other hand, some modern novels I wish might sink into the ooze from which they were brought forth.

Great fiction used to be concerned with great characters. Heroes battled against the odds of life and fought gloriously, whether to victory or defeat. Nowadays it is the common man and his problems who is more often displayed. Sometimes he is nothing more than ordinary. His existence is sordid, selfish, sensual, lacking in significance. Why people write who have nothing but the physical lives of such entirely ordinary people to offer us, I do not understand.

Other authors—some of them represented in this list—portray characters who seem ordinary but are not. Their outward circumstances may be humble and lack glamour, but they are men and women worth knowing. From them we learn anew that it isn't just what life hands out to folks that matters.

•

A young college graduate spying the title "Saints, Sinners, and Beechers," by Lyman Beecher Stowe, inquired: "Who are the Beechers? I never heard of them." Yet Daniel Webster said of Dr. Lyman Beecher: "He is the most keen-sighted, far-sighted man in the United States"; and another eminent American remarked: "Lyman Beecher was the father of more brains than any other man in America." He was born in the first year of the Revolution and died during the Civil War. In the interim, he preached, was tried for heresy, founded a school for ministers, fought against intemperance and slavery, married three wives, and (with their assistance) reared thirteen children, all of whom attained distinction: Harriet Beecher Stowe and Henry Ward Beecher becoming the most famous. Preacher Lyman in the days before gymnasiums and golf believed in exercise. He used to saw and chop his own woodpile, and then tackle those of his parishioners. At the age of eighty-one he could vault a five-barred fence. His oldest son, Edward, showed the same family spirit. When he was eighty-six his leg was shattered in a train accident. The surgeon told him it must be amputated. "Oh, that's all right, doctor," he replied cheerfully, "always thought I'd rather like a wooden leg."

Lyman's eldest daughter, Catharine, was, with Mary Lyon and Emma Willard, a pioneer in the higher education of women. When daughter Harriet was seven years old, her father wrote: "Harriet is a genius. I'd give $100 if she were a boy." In spite of that handicap, she shook a continent with her book, "Uncle Tom's Cabin." Henry Ward Beecher, most noted preacher of his day, had been so stupid and muffled in speech as a boy, that his family despaired of him.

The book is rich in the thought-history and progress of the eighteenth and nineteenth centuries, and is replete with humorous anecdote.

•

Doubly precious is the little volume, styled "A Frontier Lady," for in it Sarah Eleanor Royce has not only mirrored the rough experiences of the gold rush of 1849, and of early California, but has let us glimpse the intellectual background of her famous son, Josiah Royce, whose pioneering in the field of philosophy contributed so much to modern thought in metaphysics and in ethics. It was the request of her philosopher-son that led Mrs. Royce to set down her narrative, not for publication but as a family record. And a beautiful piece of work it is, with the charm of intimacy. A woman whose innate refinement and strong religious faith stood by her through the ordeals of those frontier days had much to hand down to her children—and the idealism of the Harvard teacher and his deep integrity of thought were not without their foreshadowings in the character of the mother.

•

"Forty-two Years in the White House," by Ike Hoover, is high-grade backstairs gossip; —the sort of newsy chat about prominent people we all revel in. This chief usher in the White House lets us in on the habits and conversation, the eccentricities, the jokes and tendernesses of ten presidential households. The charm of the Clevelands is here and the genuineness of the McKinleys, T. R.'s children romp and race and turn the stately rooms into menageries for their pets. Mrs. Roosevelt ("Edie") calls down to her husband, reading too late in the library: "Theodore, come to bed now." The Wilsons, who had never stepped foot in the White House until they entered it as the first family of the land, exclaimed with unspoiled delight over the beauty and wonder of it all. The veil is lifted as never before from the silence

and mystery of that sombre bed chamber where the war president lay, stricken unto death. Coolidge is an amusing and tempestuous person as well as a reserved one. In common with other presidents, he disliked the surveillance of secret service men. One of his favorite jokes was to slip downstairs in the morning without giving the signal, and appear in their disorganized and embarrassed midst. The book makes us friendly to these human but conscientious and overburdened presidents.

•

No serious word should be said about Angela Thirkell's "Wild Strawberries." It is sheer fun, with a very English flavor. The joke is on us Americans, when we think our British cousins have no sense of humor. They make their humor as they go along. An irrepressible, irresponsible household of English gentlefolk supply the story. Their artless abandon to the pure joy of living, their affectionate ways and words, their absurd acts and speeches, render them altogether delightful, amusing and lovable companions. To cast dull care aside, buy "Wild Strawberries" —at your bookseller's, not your grocer's.

•

For much the same reasons, read "The Provincial Lady in America," by E. M. Delafield. This likable little lady from up country England makes her initial visit to the States as the guest of her publishers. She travels, lectures, delivers book talks and signs copies of "The Provincial Lady." She attends teas, dinners and cocktail parties and "listens" to Americans who ask standardized questions. To the fore is her sense of inferiority, which makes her timid and tongue-tied in the presence of reporters, literary critics, stupid club women, and most of all, perhaps, her own cook at home. This quality stirs a fellow feeling in many of her readers. Unlike some literary and lecturing visitors from overseas, who accept our hospitality and gifts and bestow a kick in parting, this English lady is discriminating and appreciative. She does see our foibles with a laughing eye. And we smile, too.

•

Would you see the dramas that go on in the daily lives of the people in an electrotyping plant? Then read "The Foundry." It is by Albert Halper. The fat boss, Max'l, shakes the floor as he crosses the shop, and shakes the hearts of his men as well with his bellowed orders. Yet inwardly he is embarrassed by his huge bulk; and sad because he has no "kids." Old Cranly, the shriveled up, timid, sickly bookkeeper, keeps figuring whether he can afford an operation. Duffy, the junior partner, weak but likable, livens the shop with his geniality and wit, and with his commonplace commands delivered with fantastic ritual. He dubs the undersized, pasty-faced errand boy "Lord Dillingham." Bald, crippled Charley, the elevator man, gets his daily thrill from the trim ankles of the handsome stenographer. The sweaty, grimy toilers in the back shop—rough, crude, boisterous and sometimes vile—are many of them conscientious men and kind, working and worrying for their wives and children. Nothing fancy or refined about them, but real people these.

•

"Lightship," by Archie Binns, is a graphic tale of the lives of nine men, crew of a lightship off the Pacific coast. Out of the monotony of their daily existence on a stationery ship, emerges the story of each man's earlier life and the turns of fortune that at length cast him upon this lonely hull. There is romance, tragedy, stoicism, carnality, cynicism, but one does not look for front parlor Victorian standards in such fellows. It is stark realism. It flaunts sex. It is contemptuous of religion. Like "The Foundry," it widens our understanding of fellow men.

•

Another sea story from a different and more idealistic point of view, and yet written by one who also knows the sea and seaboard life, is "Mary Peters." Any reader who enjoyed "A Goodly Heritage," by Mary Ellen Chase, will welcome this new thing of beauty she has created. Mary Peters is born on a sailing vessel in the harbor of Singapore, child of a New England sea captain and his wife. The girl grows up on shipboard, and the sea is her heart's home. Her brother, John, loves better the land and finds his fulfillment in the soil. Mary Peters and her mother return to settle with John in the ancestral home in Petersport, Maine, when Mary is fifteen. The half-amusing activities of a rural community of several decades ago —its sleigh rides, church fairs, suppers and revivals, all with love-making accompaniments — form abundant background for the action of the plot. "Summer people" begin to seep in, and gradually acquire the spacious houses of sea captains, their heirlooms, and their family portraits. They inundate the village. The stuff of hard living is here, sordid, cruel, selfish, tragic facts, on sea and on land. But the author has not handled her material in a sordid and hard-handed manner. She has touched it with something fine. Sweetness and light, character and high thoughts lend a beautiful rhythm to events. If you love a reminiscent, quietly humorous, meditative book, bound together with a thread of good story and charming language, you will procure "Mary Peters."

•

The book crop of the Maine farms provides us with another palatable and nourishing product, "Lost Paradise: A Boyhood on a Maine Coast," by Robert P. Tristram Coffin. Peter, the central character, away from home for the first time, dreams of familiar

scenes with a boy's poignant homesickness. Vivid details of family living in house, barn and field rise to flood tide in his memory. The book, which is obviously autobiographical, depicts the substantial, vigorous, idealistic upbringing that makes good men and women who serve the world.

•

From the folks in Maine to the folks in Iowa! "The Folks," by Ruth Suckow, is a story of the midwest. The atmosphere is different, of course. Things are not so deeply rooted in the past. But people, wherever they are, are much the same. The Fergusons leave the farm of their earlier married years to live in the neighboring small town, with its interests, currents, gossip, intimacies, restrictions, church activities, and social ambitions. The four children grow up to be as different as four children usually are. Carl, the eldest, is the all-that-could-be-desired son. A model in high school and college, he evolves from a small town high school principal to superintendent. He is conservative, but weak. Margaret is the rebel, with a passion for "anything different." Inevitably, she seeks adventure in New York. The soul satisfaction and freedom she expects to find in Greenwich Village elude her. For deep below the surface are the inescapable loyalties to home ideals. Dorothy marries with great promise of happiness that is not fulfilled. The youngest son, pampered by parental wealth, turns Communist. We see the family's ascent to prosperity and that decline of fortune which has been so common an experience in recent American life.

•

"Lamb in His Bosom," a Harper book, won a Pulitzer prize. I have yet to hear anyone say: "I don't see why." Caroline Miller is a "natural born" writer. She couldn't help writing.

The tender beauty of her language and its lovely haunting flavor fit the tender beauty and homely simplicity of the life she describes. It is the life of poor people in a rural section of Georgia. They are hard working, thrifty, courageous. Encounters with wild cats, rattlesnakes and hard nature lend excitement and awaken admiration. Though you may never have experienced in detail any such life as is described here, yet you recognize the universal elements found in all great novels and in life itself.

The Books

Mentioned in the accompanying article are here listed with their prices:

Saints, Sinners, and Beechers Bobbs-Merrill	$3.75
A Frontier Lady Yale University Press	$2.00
Forty-two Years in the White House Houghton Mifflin Company	$3.50
Wild Strawberries Harrison Smith and Robert Haas	$2.00
The Provincial Lady in America Harper & Bros.	$2.50
The Foundry The Viking Press	$2.50
Lightship Reynal & Hitchcock	$2.50
Mary Peters The Macmillan Company	$2.50
Lost Paradise The Macmillan Company	$2.50
The Folks Farrar & Rinehart	$3.00
Lamb in His Bosom Harper & Bros.	$2.50
Years Are So Long Frederick A. Stokes	$2.50
"Goodbye, Mr. Chips" Little, Brown & Company	$1.25
English Journey Harper & Bros.	$3.00

Any of these books may be ordered from:

SERVICE DEPARTMENT

JOURNAL OF EDUCATION

Six Park Street

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"Years Are So Long," by Josephine Lawrence, is so many pages from life itself. The parents of five children call them together for a family conference. The old folks are over seventy. They have worked hard. In their earlier years they had welcomed to their home and cared tenderly for their own aged parents. They have reared and educated their children at a sacrifice. Now, their money gone, there is no choice left for them but to live with their married sons and daughters. How do these sons and daughters take to it? How do the elderly couple adjust themselves? How do the grandchildren, very modern, very knowing, very outspoken, affect the picture? It is an old, old story. It places squarely before us a human problem that sooner or later has to be worked out by most people. It depicts family scenes that are recognizable. While it is sad in places, it is not wanting in humor. It helps to a more generous understanding of all the people involved. The novel grew out of material which the author accumulated in a newspaper office, in a department dealing with family relations.

•

"Goodbye, Mr. Chips," by James Hilton, has already been spoken of and commended to you in the editorial columns of this magazine. Every school person will find something to catch the throat and freshen the purpose in this dear little portrait of an English schoolmaster.

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No, "English Journey," by J. B. Priestly, is not just another travel book. Travel the author does, but not merely to cathedrals and castles and cities. His is a pilgrimage whose highway is the hearts of everyday people in all parts of his England. He likes people, and in his journey he talks with them, in motor buses and "pubs," in the street, in

little hotels, in factories and country houses. He finds a healthful philosophy of life on the lips of common sailors, mat-menders, "boots," mechanics, newspaper men and landed proprietors. He attends meetings of Fascists, Socialists and Communists. He ranges through the enchanting rural counties of South England, up through the by-ways of Warwickshire, north to the manufacturing Midlands, then on to London. In all parts, he sees romance, industrialism and modernism variously mingled. He perceives faults, but offers no quick, quack remedies. He is a keen, kind, wholesome man, and he has faith in human nature. In his conclusion, England is symbolized by a motor bus in which he rides. Enveloped in fog, it creeps along, slowly, gropingly, haltingly, hopefully. At last it reaches a white gate—light and home.

Why I Like My Boss

By LEONE F. OLDER

I LIKE my boss. I make that statement advisedly. Having weighed the matter seriously, having considered it from every angle, having submitted it to a most searching analysis I have at last arrived at the astounding conclusion that I do like my superintendent.

I qualify that statement, of course. I agree with "The Teacher in Revolt" to the point of conceding my superintendent's vices. I do not approve of his visits, always timed to the most hectic period of the day. I rebel at his summonses to teachers' meetings at similarly inadvisable moments. I resent his testing systems, his activity programs, his this and his that when all in the world I ask is that he stay in his office, where he belongs, and leave me to just plain teach. On these points the Revolter and I are one. But though I could improve my boss in many ways, I still insist that I like him. "He's spinach," runs the accusation. Well, I happen to like spinach.

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I like my boss because he is hard—brutally frank. He'd no more hesitate to say "Rotten teaching, Miss Jones," than he would to say: "Good work" or "Well done." Right here I should like to be excused from painful elaboration. Some memories are not what they should be. But the thing is, his frankness is sincere. I know there's no calculation, no duplicity about it. Because his criticism is honest, his blame is gall and wormwood—but ah, how sweet his praise!

Still I can talk back to my superintendent and that perhaps is his one outstanding virtue. To a belligerent type of female such as I, a good spirited discussion is stimulating. He makes me mad. But then, every superintendent makes every teacher mad; and it so happens that flying into a rage is good for me. It spurs me on "to jolly well show him" and then I buckle down to work—and love it.

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I like my boss because he is big. No fussing about him. He doesn't care whether I spank Johnny or not. He can't be bothered about how I introduce quadratics. I used to berate him for his lack of interest. Now I see that his seeming indifference has more good points than bad. It at least assures me that here will be no unasked for intervention from the office and no obnoxious supervision of my own small problems. In short, my boss assumes that I am capable of doing my job singlehanded. His job is to see that I do. And if I fail? Well—peace be to my ashes!

My boss knows his job. If I was as good as he, I, not he, would be holding it. But he is better than I, therefore I respect him. "Why doesn't he——?" we whisper at periodic indignation meetings. Well, if we could run the system so much better, why under heaven aren't we doing it?

And, even as he, we teachers must pass the pragmatic test. If we weren't good he'd fire us. We can't get away with a thing. He keeps us up to par—and then some. He expects our best and gets it, and thus forces us to retain our self-respect. In our hearts we'd despise a spineless executive that we could walk all over.

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And incidentally I like my boss because when things go wrong I can blame it all on him. "There," I can say, "if it wasn't for the big shot prowling around all morning I could have taught those hoodlums something." "If it hadn't been for that operetta he made me put on, we'd have been through with the Civil War two weeks ago." "If he hadn't——" and so on, and on, and on. Yes, we all like the idea of authority if it's only just to have someone to pass the buck to.

I like my superintendent. As I said, to give him some good sound advice would be my keenest pleasure. But all in all he is a good egg. I wish I were half as good.

What Is a Democratic School?

By WILLIAM A. BALDWIN
Rhode Island College of Education

IT is sometimes said that the old school was an autocracy and trained the children to be autocratic in their attitude toward life, while the new school is democratic, and trains its pupils for democracy. Let us see if there is any truth in such condemnation of the old and commendation of the new school.

During the past few years we have been coming more and more to realize the conflict between autocracy and democracy. We think we believe in Democracy. Do we? Are we school masters practicing Democracy toward the children and toward the teachers under our supervision? Are the children in our schools being educated in the atmosphere of Democracy?

In order to answer these questions intelligently, we need to consider carefully the meaning of Democracy and Autocracy. These terms are most familiar to us as applied to governments; and we think of Russia under the Czar as a typical Autocracy, and the United States of America a typical Democracy.

With these facts in mind, we may note the following contrasts:—

Autocracy connotes:—
- Government of an autocrat.
- Government for an autocrat.
- Government by an autocrat or autocrats.

Democracy connotes:—
- Government of the people.
- Government for the people.
- Government by the people.

Autocratic School Government connotes:—
- Government of the teacher.
- Government for the teacher.
- Government by the teacher.

Democratic School Government connotes:—
- Government of the pupils and the teacher.
- Government for the pupils and the teacher.
- Government by the pupils and the teacher.

The teacher learns to say our school, our work, our play, instead of my school, your work and your play. Autocracy is government in which there is no *real liberty*. Democracy is government dominated by public opinion. Autocracy is government where public opinion is not allowed except as it comports with the opinion of the ruling class. The school Democracy has as its aim, the best growth of each individual child, not the cultivation of the brightest pupils to make a good showing for the school and the teacher. In the school Democracy the children are encouraged to use all the liberty that makes for natural growth, conforming to such rules as they agree with the teacher are necessary to accomplish the work or play that is at hand. In such a school the rules of conduct are established after a free interchange of opinions on the part of children and teacher, by a majority vote rather than by the teacher without any free expression of opinion by the children. Democracy is government where a large army is unnecessary and unpopular in times of peace. Autocracy is government where a large army is always necessary. In a Democratic school the children go about their work and play without being watched, and take pride in being trusted whether the teacher is present or absent.

In an Autocratic school the children are accustomed to being watched and held to good order by the teacher, and feel warranted, when she is absent or not looking, in taking advantage of such lapses on her part. Democracy is a government where the majority rule. Autocracy is a government where there is a small ruling class and a large ruled class. Democracy is a government where class distinctions are discouraged. Autocracy is a government where class distinctions are encouraged. Democracy is a government where Right and Justice are superior to Might. Notions of Right *are evolving*. Autocracy is a government where Might makes Right. Ideas of Right are inherited and so, static. The most important difference between the school which is a Democracy and the one which is an Autocracy is that in the former notions of Right and Justice are evolving as the children and teacher live and talk together, while in the latter the ideas of Right and Justice are those of the teacher. So far as the children are concerned, they are received from those in authority; and we are static. Test your school from the standpoint of this discussion so far.

The relation of the principal to the teachers.

The relation of the teachers to the pupils.

1. Is the atmosphere one of Democracy or of Autocracy?
2. Is the government one of teachers, or of principal; of children, or of teachers?
3. Are notions of Right evolving or static?

As we think on these questions, we realize the conflict, the *Eternal Conflict* which has existed and must continue to exist between the ideas of Democratic and Autocratic governments, nations, schools, individuals.

Is the strong reaction toward conservative forms of government which is sweeping over the whole world a part of the aftermath of war? Is there danger that our schools shall be influenced by this same reaction and ground be lost in the forward movement of the new or evolving education? Some very intelligent people are calling for more definite and stricter rules, and a return to the military type of discipline. A well known educator recently expressed his admiration for the results of the discipline at West Point as illustrated by the following incident: "The men were assembled for graduation exercises, when a dog ran yelping through the hall. Not a man 'cracked a smile' or 'moved a muscle.'" Another teacher suggested that the same sort of discipline had been in vogue in prisons for many years without very much character development.

This matter becomes clearer (more easy to understand) when we consider the kind of obedience which is demanded in an autocracy in contrast to the obedience which is developed in a democracy.

First, obedience to person and regulations.
Second, obedience to laws inherent in the universe (physical or mental).
First, servile, cringing.
Second, self-respecting, free self-expression.
First, imposed from without.
Second, development from within.
First, sign of submission.
Second, sign of developing intelligence.

Which kind of obedience do we desire from our children? Which makes for the highest type of citizenship? If we believe that we desire to have our children trained in democracy, then a very important question for us is how can we make our schools less autocratic and more democratic?

Education for Democracy is not all in the schools, but all of the education which is in the schools should be education for Democracy. If so, then each school must be a Democracy.

How can this be accomplished? Many modern schools are making great strides in this direction, some in one way and some in another. Usually some form of student government is much in evidence. The form is not so important as is the spirit. The spirit should be that of individual responsibility for doing each his part in accomplishing things which will be beneficial for the school and for society.

If a school has become thoroughly democratized we may expect to find the following conditions, viz.:—

1. Teacher and children planning and working together—as in all project work.
2. Teacher and children discussing together—as in socialized recitations.
3. Teacher and children making rules for themselves and electing their own officers as in all club work and student government work.
4. Teacher and children thinking together—as in all inductive thinking.
5. Teacher and children living and growing together in connection with the whole life of the school.

In such a School Democracy each child has opportunities to make the most of self through serving others.

"The purpose of Democracy is to organize society so that each member may develop his personality primarily through activities designed for the well-being of his fellow citizens and society as a whole."

Miss Lear Rates an "A"

By Irl H. Dulebohn

Why, yes, I go to school here,—Junior High.
And do I know Miss Lear? Why, yes, I do;
I have two classes with her. Wish that I
Could have them all with her, and not just two.

Pretty? Well, not exactly,—don't suppose
She ever won a beauty prize. No, sir,
If looks is what you're after there are those,—
But when it comes to teaching, give me her.

How old? Well, I don't know,—I never thought,—
Her hair's a little gray above her ears,—
She seems just young like we are, but she's taught
Here, now you mention it, I guess, twelve years.

Discipline? You mean making us behave?
Well, yes, sir, now you ask, I guess she does.
You see in her class we don't seem to crave
For foolishness because she interests us.

Her voice? Oh,—soft and pleasant like. No, she—
She don't put us to sleep. But she don't screech
And scare us half to death. Take it from me
She's there for just one thing and that's to teach.

Our parents? Say,—ask them. They think she's grand.
They have her over and she talks and jokes
With them about the things they understand.
Once Dad said, "Gosh, she's just like other folks."

Oh,—You're a superintendent,—and you're here
To look for teachers and you think she's one,—
Say, please don't take her, Mister, not Miss Lear.
Why, Gee,—it would be fierce here with her gone.

Whither the Critical Spirit?

By A. H. LASS
Manual Training High School
Brooklyn, New York

DANGEROUS as it is to attack or even call into question the bases of popular belief, the time has come for an evaluation of the actual contributions of the critical spirit to the individual's social harmony and progress. Our efforts at evaluation do not come too early, for the belief in the magical puissance of this spirit is rapidly crystallizing into a dogma as hard and as unyielding as the very forces it seeks to destroy. And its significance is being lost in a too frequent iteration of its aims and desires. Like uninspired and unintelligent prayer, the constant invocation of the critical spirit is degenerating into a meaningless mummery.

Historically, the critical spirit has been the possession of a chosen few. Through the exertion of their critical and creative energies on the great mass of inert opinion, civilization has made its slow and troublous advances. That the course of human progress has been a difficult and hotly contested one, a superficial survey of the torments of the pioneers is sufficient proof. Difference of opinion, whether the result of mental aberration or of sound thinking, has, in the main, brought only social opprobrium to its advocates. Humanity, as a whole indifferent to and congenitally incapable of or adequately appreciating greatness, has looked with no favoring eye on those whose behavior has been in any marked way outstanding. And so the greatest obstacle to social improvement has been the bovine quiescence of society itself. In conformity with Newton's law of motion, the great social body once started in motion in a certain direction tends to maintain that motion unless acted upon by some outside force. And in the realm of social mores, the force required to deflect even slightly the elephantine momentum of social conduct is stupendous indeed. Thus, the tremendous psychological conservatism of society itself has made the alteration of social procedure extremely difficult.

While humanity, in the past, has been content to entrust the arduous task of remaking society to the few whose gifts and abilities pre-eminently fitted them for this work, we have sought to invert this process. We have felt, and with some reason, that if a handful animated by the spirit could accomplish so much, the achievements of a whole people made critical-minded would be incalculable. And so we have gone about assiduously sowing and nurturing the seeds of critical inquiry in the minds of our school children. The results, in terms of social and individual happiness, we have not probed so carefully. For, at the root of this perfervid belief in the efficacy of the critical spirit, lies a mystical faith which blurs our understandings to the vast implications of the task we pursue.

Without donning the robe of Sibyl, we can reasonably venture that, if we carry it to its logical conclusion, this universal fostering of the critical spirit will add little to the child's happiness. For what will this clear-eyed, level-headed, probing little intellect see when we have given him the instruments and standards with which to dissect and evaluate his world? What will an unbiased view of his society reveal to his mental curiosity and dispassionate pursuit of truth? Hungry for knowledge about himself and the life around him, critical of false gods and demagogic chicane, and ever comparing his experience with the lofty ideals we have taught him to cherish, he will be horrified when, by his own powers, he lifts the lid off his universe. Where he has failed to see the crawling vermin that infest his world, there will be those at hand ready and eager to throw light into its more hideous recesses. The great teachers and writers will reveal their voluminous ignorance of man's fundamental needs and problems. He will see about him intellectual chaos, economic confusion, emotional depravity. The greatest will tell him in no uncertain terms that our morality is that of the troglodyte, that our mechanical development has far exceeded our capacities to deal with it. We are lost in the labyrinth we have built. And he will hear no voice to solace him.

What will he do when he sees all this with the eyes that we have given him? He will have but two choices: Social recusancy or social conformity. As a rebel, he will join the ranks of the radicals, agitate for the overthrow of the social order, and most probably be bludgeoned into sullen resentment of his teachers and his society. The existing state will have become unbearable once he has seen it as it really is. He will want something finer, something better, something closer to what we have taught him to desire and expect. He will become a social reformer, a crusader in the cause of right and truth. And his critical spirit will have made him a martyr to social justice and equality.

But if he has not the courage to incite the anger of society, and

(Continued on Page 520)

The Round Table

You are invited to join in this interchange of ideas and experiences. Address: Chairman of The Round Table, Journal of Education, Six Park Street, Boston.

Credit Due Teachers

Over in St. Paul, Minn., the teachers have stood in the gap between needful economies and the children, with resulting gains for all. The report is from Superintendent Hartwell.

S. O. HARTWELL—"Our principals and classroom teachers have maintained a positive spirit of enjoyable and productive effort in school work. Due to this the children in school have carried through with good morale. The effect of financial curtailment naturally makes work heavier. But the difficulties have not been passed on to the children. Teachers deserve the utmost credit."

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Joint Responsibility

A right-minded public holds its schools to a high standard, according to Superintendent Nugent of Jersey City.

JAMES A. NUGENT—"The satisfactory and efficient management of any school system depends upon a population which will demand the best school facilities and personnel.

"Capable administrators and instructors, with such a backing, can go courageously forward in a sincere effort to give the best service in the interests of the children who must be educated. Each administrator must know the field for which he is responsible, and so administer that field that an integrated school program will be developed. Each teacher must feel a responsibility to place self last and the welfare of the child first, at all times. Even the humblest employee must realize that all his efforts are in the interest of the school children. When such is the case, a school system will be developed of which any community may well be proud."

Harnessing Teacher Power

Has there been a tendency to underrate what teachers themselves are capable of doing—a tendency to handicap and fetter their best efforts? Superintendent Stouffer of Wilmington, Delaware, so believes and has given his teachers their opportunity.

S. M. STOUFFER—"I am inclined to believe that school executives generally are likely to underestimate the ability of the rank and file of the teaching staff to solve their own problems under competent guidance and leadership. Our experience here in Wilmington during the last three years in curriculum revision has demonstrated clearly that teachers are not only capable but anxious and eager to participate in the solution of their problems when given an opportunity to do so. It goes without saying that this aids in stimulating clear thinking and a feeling of responsibility on the part of the classroom teacher. It seems to me that the superintendent can make no greater contribution to education in his community than to set up an environment which will harness up the potential power of the whole teaching staff and enable them to work intelligently in the solution of their own problems."

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Those Flighty Ones

Superintendent Thornton, in Johnston, Rhode Island, has evidently met some teachers who jumped their contracts. Anyhow he is in no mood to have them coddled.

ALBERT A. THORNTON—"Your editorial, 'If You're a Teacher, *Swear*,' ended with a question. The answer is apparent—when you edit a better method of helping us to trace marriage certificates or to make contracts and school laws binding, so-called hecklings which are mere checks on good business will cease.

"If the same procedure took place in court it would cease to be a heckling."

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Iowa's Music Day

A musical demonstration of first magnitude was staged by Iowa pupils at the State Fair grounds recently. The state superintendent gives her own account of this unique festival.

AGNES SAMUELSON—"On the movie screen of your mind's eye picture between four and five thousand school children from one-room rural schools massed in a state-wide chorus and singing their choir songs in front of the grandstand at the state fair grounds. Then let the scene change and about fifteen hundred pupils from the high school glee clubs come next in a concert of sacred and other beautiful selections. Now as the reel changes, visualize about twenty-five massed high school bands playing several good numbers. If you had been at the Iowa state fair grounds on the afternoon of August 26 you would have seen this demonstration.

This event was the first of its kind ever held anywhere. It was carried out under the leadership of the Iowa state department of public instruction with the co-operation of the Iowa state fair board. Local school authorities and parents and teachers were most generous in their co-operation.

The purpose of the demonstration was two-fold; to give the children an enriching experience in participating in the concert and to show the people what the schools are doing in music. It was an adventure in interpretation. It is important to bear in mind that this was regular school

work and not a show. This program was not intended to be an exhibition of a finished performance of the few, but a demonstration of the participation of the many in the appreciation and enjoyment of music. If judged by that criterion, the event was a most outstanding and significant success.

When one appreciates that these children come from all parts of the state, representing ninety-nine counties and 9,400 one-room rural schools; that the pupils might not have known the names of the pupils standing next to them; that they had opportunity for only a short rehearsal, and even that rehearsal was broadcast over the national chain; one gets an idea of the magnitude of the event and the simplicity of the technique.

"It was no small task to organize such a program and to make all the details click properly, but it went off in good shape and an audience of 12,000 people were generous in their comments. The values will be far-reaching for a long time.

"Words give a rather inadequate portrayal of the whole event which if judged in human values was the greatest demonstration that ever appeared before the amphitheatre."

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No Tradition Worship

New points of view have been developed, with resultant changes in estimated values. So declares Superintendent Schroeder of Grand Forks, North Dakota.

ELROY H. SCHROEDER—"In the secondary field, every subject of instruction is being subjected to searching test. In the selection of subject matter and materials of instruction, tradition is giving way to utility. In other words, we are trying to become more practical.

"In general, the smaller units of school administration are adopting some of those procedures which have set off larger units because of the care with which schools are being administered and public funds are being expended.

"In our system we have planned and adopted a single salary schedule which can be attributed to the necessity for definite adjustment.

"Like many of the experiments that are being attempted in the 'New Deal,' some of our new procedures will evidently fall by the wayside as purely experimental, but if we have learned to adopt new points of view, to evaluate new standards, then this period of difficult times has made a definite contribution to our schools."

All in the Day's Work

By FRANCIS READ

A High School Principal

I HAD a confession to make today at teachers' conference. I owned up that I had been eavesdropping. I had been standing within hearing distance of some of the classrooms to see what part of the time I heard the teacher's voice. I had to report that some of our teachers are talking two-thirds of the class period.

In a situation like this an individual pupil in a class of thirty gets very little opportunity for self-expression.

In my opinion "talking too much" is one of the worst errors committed by high school teachers. A clear and comprehensive presentation of subject matter has its place in every class, but teachers must keep in mind the educational maxim, based upon a sound psychology, "No impression without expression."

The lecture method has little place in high school teaching. The wise teacher encourages and directs helpful activities on the part of students, keeping herself in the background. She knows that class periods should be devoted to reports, discussions, demonstrations, debates, tests, and other kinds of pupil performance.

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The practice of making the school "child centred" must not be confined to the early grades.

That educational sage, Dr. Augustus O. Thomas, once said in my hearing: "If you wish to discover new country, you must get out of the beaten track."

To be an explorer in the field of education, even in the smallest way, is a great joy to the true teacher. Besides, the main source of advancement in a progressive school lies with those who "discover new country."

ONLY 45 copies of the famous Gutenberg Bible, the first book printed from movable type, are in existence today. Some are worth $100,000.

ONE year ago, the new Burnham and Jack histories appeared (THE BEGINNINGS OF OUR COUNTRY, THE GROWTH OF OUR COUNTRY, and AMERICA—OUR COUNTRY). Our own Department of Vital Statistics reports that had we been able to use only one printing press for these books, it would have had to run twenty-four hours a day every day since publication to keep up with the demand.

SOME news for Little Johnny's mother. Lloyd's, the English company, now offers a quintuplet insurance policy which will turn a few cents a month into millions of dollars in case the blessed quintuplet event takes place. Her chances—1 to 57,289,761.

JUST published. HO-MING, Girl of New China ($2.00), by Elizabeth Foreman Lewis, whose previous book, YOUNG FU ($2.50), won the Newbery Medal. (In the collection of twenty-three juvenile books recently presented by booksellers to the White House Library is YOUNG FU.) HO-MING, the critics say, is even better than YOUNG FU.

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EDITORIALS

Focal Power

MILLIONS of dollars and years of time are spent in perfecting new and better telescopes, to bring the stars and planets nearer to the eye of the observer and the photographic plate.

The essential part of each new telescope is the lens. And the essential quality of the lens, be it refractive or reflective, is its focal power.

But that focal power of the telescopic lens could never have been developed without even greater focal power in the minds of men.

Most of the progress made by mankind has been the result of this same human power to focus attention upon some challenging problem.

Schoolmasters in all the centuries since schoolmastering began have been trying to cultivate in pupils the power of concentration. At one time the demand was for memorizing—and the focal power then developed led to slavish imitation rather than to creative thinking. At another time subjects that presented difficult problems were the favorite assignment — and focal power of a constructive sort resulted for those students who could stand the strain.

Today there is a tendency to supply problems that are better graded, better suited to pupils of varying abilities.

But there is also a tendency to let the child choose his own tasks and problems, and flit about from one object of attention to another.

If thought-power is to amount to anything in the individual it must be given exercise doing things which may not be pleasant and certainly are not too easy.

The tasks and problems of the world the child must one day face are not precisely graded to his capacities, nor are they likely to be just the things he wants to work on.

Only if he has acquired a focal power of thought and learned to delight in using it can he be said to have the primary equipment for the meeting and solving of life's problems.

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That Question of Home Work

THE schools are affected considerably by the tides of popular thought and sentiment. Take, for example, the strong tide which is running toward a shorter working week in industry. That same current is moving to diminish the amount of time that pupils spend upon home lessons.

Fathers who have experienced the shorter work week begin to feel sympathy for Ralph or Sally, toiling away over teachers' assignments late into the evening.

Ralph and Sally have no difficulty in perceiving this sympathy—and the result is a weakening of their own sense of duty regarding the tasks.

A newspaper in Cleveland, Ohio, has recently printed a story about the home-work requirements of local high schools, especially over week-ends. The reporter is plainly sorry for the pupils who carry armloads of books with them for study at home over Sunday.

No doubt there will be both good and harm from bringing the home-work question into the public prints. The good will arise from the exposure of some teachers who make unreasonable inroads upon the leisure time of boys and girls.

The harm will come from the feeling of self-pity which will be intensified in Ralph and Sally, and from their neglect of tasks which might be well worth doing.

Home work still has its part to play in getting an education. If it is a dwindling part, all the more care will have to be given to providing sensible and worthwhile assignments.

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The Test of Citizenship

WHETHER it be true, as many thoughtful observers believe, that this is the most critical time in man's history, all of us will admit that our established institutions and modes of thought and behavior are undergoing severe strains. Large masses of humanity appear eager for change, and ready to follow almost any one who makes big enough promises.

In such a crisis the great need is for intellectual steadiness; common sense, if you please; minds accustomed to straight, clear thinking; citizens not only able to understand and to weigh issues but accustomed to act in accordance with judgments thus formed and not according to hopes or hates or other emotions.

Makers of Better Schools

ARTHUR A. HAUCK entered this fall upon his new duties as president of the University of Maine. His previous administrative experience had culminated in the deanship of Lafayette College, which he occupied with eminent success from 1931 to 1934. Now in his early forties; a graduate of Reed College, with a Ph.D. from Columbia University, acquired in '32, Dr. Hauck occupies a position of great significance and opportunity as head of one of our most important state institutions with a growing reputation for educational service of a high order. Dr. Hauck's chief scholarly interests are history and international affairs. He is the author of several articles on Canadian-United States relations.

At his formal inauguration, November 3, as University of Maine's eighth president, Dr. Hauck outlined a four-point program for his administration—service to the state, co-operation with all its educational agencies, maintenance of high standards, and emphasis on those elements that make for good citizenship and the abundant life.

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FREDERICK A. ASHLEY, as superintendent, pilots the schools of Everett, Mass. His career has been unusual. Graduating from Boston University College of Business Administration, he became for a while a public accountant and cashier of a national bank. After a connection at Temple University, he became head of the commercial department in Everett High School, a post which he held for some years prior to his appointment to the superintendency in 1932. He is prominent in civic and educational organizations. His educational hobby is training for good citizenship and a full life.

ARTHUR A. HAUCK

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L. W. BROOKS has charge of the secondary schools of Wichita, Kansas, where he helps to produce one of the most advanced systems of education in the country. He has long been a believer in the good neighbor policy among nations and is an effective advocate of the study of international law, comparative government, trade relations and international banking by all who are to be broadly successful in business, banking, law or journalism. He holds that a good citizen should be versed in the foreign policy of the United States, and that fair play is wholly compatible with patriotism. He is largely responsible for the intelligent attention paid to international relations in the school programs of the Sunflower State.

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HENRY J. OTTO has been given leave of absence from the faculty of Northwestern University to serve as director of education for the W. K. Kellogg Foundation of Battle Creek, Mich. He is an authority in elementary education and the administration of elementary schools, and is author and joint author of books on these subjects. He won his Ph.D. from University of Minnesota

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ALBERT J. CHIDESTER once moved in as the present editor of this magazine moved out of a high school principalship in Connecticut. Mr. Chidester has studied in several universities and served in several states. The war period found him in charge of educational work in a military hospital. Later he was engaged in rehabilitation and educational guidance. Following the war he was superintendent at Williamstown, Mass. From there he was called to Berea College, where he is happy to invest his life and energies in the constant improvement of his own courses and methods, and as member or chairman of various faculty committees dealing with curriculum, library, movies, art and other matters.

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GUERNSEY J. BORST has been for thirteen years head of the department of business and secretarial science at Skidmore College. Holding degrees from Columbia and New York Universities, he devotes most of his time to work with his students. Although he has gathered material for textbooks, he puts his teaching activities ahead of all else, and expresses doubt of the possibility of prolific authorship in conjunction with effective teaching.

The Problem Box

Conducted by DR. AUGUSTUS O. THOMAS

I always did have the feeling that teachers are more generous hearted than any other class of workers. Now I am convinced. In a recent Journal I had a little paragraph with the caption "Hard Times." I gave the answer to a question which is puzzling literally hundreds of teachers. Now comes a letter from one of our bright, capable women in education saying that her school sometimes sends books that are being discontinued to other schools which may be in need. She won't allow me to mention her name, for, she says, "while there is no objection on the part of persons in authority, there are those who might offer some criticism, thinking we are giving away valuable property." Well, there are some people who will criticize anything, but whoever would criticize a generous act like this deserves a hard fate. I am glad this teacher read the page and wrote her letter offering help. Her letter is greatly appreciated, and I wish I could tell her fellow teachers just who she is and where she lives, but I wish this fine teacher all the blessings that can come to a teacher.

Thankless Assistant

QUESTION—I am a good deal of an oldster in administration. I came in the days when there were no courses in supervision in normal schools and colleges, but I have tried to keep up-to-date professionally. I have just had an experience which presents a problem that I know will interest you. I have three assistants. I like to give them the privilege of working out some things for themselves. In so doing some recognition accrues to them. One of my assistants fails to give me any recognition, but takes all the credit to himself. Is it a mistake to trust an assistant with authority?

Answer—I would say it is not a mistake, but you need to know your man. While you will run across assistants now and then who will take advantage of the situation, most of the people you find in school work know professional ethics and how to keep within their rights and privileges, and never get too far away from their chief. There are two ways of handling assistants. One is to have whatever is done, done over the name of the chief, thus keeping the fact of authority before the persons concerned. The other is to detail a piece of work to an assistant and after consulting with him and coming to conclusions, allow him to go ahead and do the work, getting his portion of whatever credit is due. The difference in the two methods is this: One makes a rubber stamp assistant or "yes" man, while the other makes a personality with reasonable authority and gives a chance for self-respect and growth. I have frequently been brought face to face with this problem. On rare occasions I have been humiliated by an overambitious individual who took the bit in his teeth. Much depends upon your selection of assistants. The second method is the one which will gather about you the constructive help you need to build an efficient force. While you may now and then be disappointed in your people, you will come out better in the end. There is nothing like efficient loyal support. Don't be afraid to relieve unworthy servants when you find them, but be careful to be just.

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Discussion Topics

QUESTION—I am a teacher in a high school of moderate size, but I seem to have about all the problems which come up in any school. My class in United States History is much interested in some of the questions which have arisen during the last few years. You said we should discuss these. I would like to have the students debate some of them. Will you kindly state a few questions which we might debate in class?

Answer—I imagine you are a good teacher. I would like to know just how you come out in your discussions. I am glad you are not afraid of real things. What pupils need is to study all sides of a question and get at the facts if they can be found. The place where young men and women are being fitted for life is the proper place to seek the facts. Of course many of our teachers are not prepared to lead them, but they can guide them in their study, and teachers may at least be fair and unprejudiced. I should not hesitate to have debates on such questions as the following: (1) Does the New Deal violate the principles of the Constitution, and if so, where and how? (2) Resolved: That the general high protective tariff should give way to the reciprocal tariff laws. (3) Resolved: That the laws of the land should provide for a system of social indemnities such as insurance against loss of a job, sick benefit, and old age retirement. (4) Resolved: That no labor-saving machine should be allowed a patent unless it pays the indemnities of the labor it displaces. (5) Resolved: That the Federal government should equalize educational opportunities. (6) Resolved: That currency should be issued solely by the Federal government.

Teach young folks where to go to find materials on these subjects and how to use that material in establishing or disproving a question of debate.

The News Digest
OF EDUCATION

6-Point Proposal

President Smith Talks To American Legion

MIAMI, Fla.—Development of a six-point program in the interest of greater learning was urged upon the American Legion by Henry Lester Smith, president of the National Education Association. Dr. Smith, who is dean of the School of Education at Indiana University, outlined the proposed planks as follows: Enlistment of every citizen in the observance of American education week. Further development of the free high school. Development of adult education. Better methods of financing schools, including Federal aid without Federal control. Financial independence for school boards. Development of community recreation and fine arts under local boards of education.

Everett O. Fisk

BOSTON.—Everett O. Fisk, founder of the Fisk Teachers' Agency, died at his home in Brookline, November 3. He was born in Marlboro, Massachusetts, in 1850, of an ancestry which had played an important part in the settlement and development of Massachusetts. He was a graduate of Wesleyan University in 1873, and won a master's degree from the same institution three years later. In 1915 Olivet College honored him with an LL. D. The Fisk Teachers' Agency, which he established in 1884, grew under his leadership to occupy a foremost place in the work of teacher placement throughout the United States, with branches from coast to coast. Dr. Fisk was prominent in many religious and philanthropic activities. He was a layman of the Methodist Episcopal Church. He was a director or other officer in various organizations furthering foreign missions, church extension, care of orphan children, hospitals, workingmen's self help, and world peace.

142 Cities in United States Provide Sight Saving Classes

NEW YORK. — Emotional adjustment, as well as relief of eyestrain, is afforded children with seriously defective vision in the special classes which are now provided for them in the public schools of 142 cities throughout the United States, according to the Sight Saving Review, quarterly journal of the National Society for the Prevention of Blindness.

"To the child with defective vision," the writer says, "work in the regular grade with educational media unsuited to his needs may cause a great deal of eyestrain with the attendant undesirable reactions—nervousness, fatigue, and increased eye difficulty. By use of the proper materials this strain is lessened or eliminated in sight-saving classes. Textbooks are printed on unglazed paper in 24-point type; and, in order to provide the children with the desirable amount of research material and to supplement their own limited reading, much reading by the teacher is done in a sight-saving class. Movable seats make it possible for the children to get as close to the board as necessary, and very large chalk and large manuscript writing (which has few acute angles) and correct spacing between lines and letters eliminate the strain of blackboard work. Special maps and pictures, large in size, distinct in outline, clear in color, and with a vast amount of detail omitted, provide these children with illustrative material."

Boston 1937

Effort to Get N. E. A. Convention Here

WORCESTER, Mass.—The election of Annie Carlton Woodward, a Somerville, Massachusetts, school teacher for twenty-eight years, as president of the National Education Association in 1935, and the securing for Boston of the national assembly in 1937, were urged at the annual convention of Worcester County Teachers' Convention here recently. The year 1937 will be the 100th anniversary of the establishment of the state board of education in Massachusetts with Horace Mann as secretary. William E. Curtis, assistant principal of Grafton Street Junior High School, is the new president of the group, with Hannah M. Walsh, of Clinton, sister of United States Senator David I. Walsh, Lyman V. Howe, of the Grafton Street Junior High School, and John L. Davoren, principal of the George Stacy Junior High School of Milford, vice-presidents.

Rapid Physical Development Does Not Cause Mental Slump

CAMBRIDGE, Mass.—Rapid physical growth need no longer be thought by parents to be responsible for a child's scholastic slump, according to the results of research which has just been completed at Harvard University by Dr. James R. Hobson, of Brookline, Mass.

Physical and mental examinations of more than 1,000 boys and girls ranging in age from eleven to fourteen years, secured from the files of the growth study conducted by the Psycho-Educational Clinic at the Harvard Graduate School of Education, were used in the investigation.

Singling out the popular notion that rapid physical growth is accompanied by a decrease in the rate of mental development, Dr. Hobson points out that while this view appears to have some basis in laws of natural compensation, no scientific substantiation of it has been found.

Dr. Hobson regards the elimination of rapid growth as a reason for lack of scholastic success as important because it makes possible a more accurate diagnosis of a child's scholastic and personal difficulties.

500 Years Old

CATANIA, Sicily.—The University of Catania celebrated the 500th anniversary of its foundation recently in the presence of King Victor Emmanuel and representatives of several American universities. United States Ambassador Breckenridge Long, an alumnus of Princeton University, represented that institution. The three-day celebration opened with commemorative addresses. The King and Ambassador Long occupied places on the stage as the university rector, Professor G. Muscatello, delivered the principal address.

East Meets West

Faculty Exchanges Planned at U. of Hawaii

HONOLULU.—Better understanding between the Orient and the West is the aim of a plan to have visiting professors from the Far East on the University of Hawaii faculty each year. The university aims to make itself a point of contact between East and West, a centre of study in Oriental language, literature, and life, and a place where Americans can get something of the atmosphere and understanding of Oriental life without the handicap of enrolling in a foreign-language university. It is hoped that permanent exchange chairs can be provided between the University of Hawaii and Japanese and Chinese institutions. Such professorships, it was stated, must be free from the control of any government. Japanese and Chinese professors have been serving the University of Hawaii for fourteen years. But local faculty members sent to Japan or China are seldom proficient enough in the language to take the places of the educators coming here.

Museum Service

U. of Pennsylvania Expands Program

PHILADELPHIA.—The educational program for children which the University of Pennsylvania, here, has sponsored for the past few years, has been expanded to include three separate programs for the coming year, according to an announcement by Dr. Horace H. F. Jayne, director of the museum. Two junior studios have been arranged for the Saturday morning classes when instruction will be given in pottery making, wood carving, modeling and water and oil coloring. The "How-to-Make-It-at Home" Club will be the second project of the program. The members of the club receive from the museum, at monthly intervals, complete materials and directions for making unusual and interesting objects. Special junior memberships to the museum constitute the final division of the children's program.

Colleges to Get Quality Rating In Plan Reported by Dr. Zook

KANSAS CITY, Mo.—A new policy in accrediting institutions of higher education which stresses the qualitative rather than the quantitative character of a college was revealed recently by Dr. George F. Zook, former United States Commissioner of Education and now director of the American Council on Education, as a change in procedure which is "fraught with the utmost significance."

Discussing the new policy as contrasted with former methods, Dr. Zook said that while the old standards may have been intended to assure institutional quality, they were couched almost wholly in terms of quantitative requirements, "as, for example, 8,000 books in the library, eight departments and fifteen units of admission."

The new policy is the outgrowth of a study made by a commission for the North Central Association of colleges in fifty-seven institutions of the relation between the old type of specific quantitative standards on the one hand and the quality of an institution on the other, Dr. Zook said. The association, he said, has unanimously adopted the new method.

Dr. Zook said the new policy, which he explained in some detail, was that of the association, and no institution, of which there are 300 in the area, was bound to adopt it. Individual colleges may continue to follow old standards, he explained, but they now have the liberty of using the new methods without the penalty of being removed from the list of accredited colleges in the association.

Boy Dressmaker

PITTSBURG, Kan. — Don Riggs, twenty-two, of Kansas City, Kansas, who looks like a football tackle, is working his way through State Teachers College here as a dressmaker. Riggs, whose father is a tailor and whose ambition is to go to Paris and serve as an apprentice in one of the great salons there, has set up shop in a little three-room apartment. "I've got a few customers already. I think I'll make enough to get through school all right," he says.

Joins Hoboes

Professor Seeks First Hand Data

MINNEAPOLIS, Minn. — Students at the University of Minnesota are destined to hear more of realities and less of theories if they study sociology and have Thomas Minehan for their instructor. The youthful professor again has donned tattered clothes and joined the nation's "human driftwood." Two years ago he "rode the rods," begged food and accepted any kind of shelter to study America's "drifting population." The resulting book was published and passed along to his students in his lecture classes. In search of additional material he recently turned up at the "beggar's bureau" of the New York police department on another tour of the roads.

Dr. Gauss of Princeton Warns Of Danger to Student Morale

PRINCETON, N. J.—Although the depression has brought a seriousness of purpose among college students, it also has tended to undermine the morale of the financially embarrassed undergraduate, Professor Christian Gauss, dean of the college at Princeton University, declares in his annual report to President Harold W. Dodds.

Urging that "in the interest of really wholesome education we must prevent 'going to college' from becoming too grim a business," Dean Gauss warns that "the struggle to obtain an education has become so difficult for so many men in college that we are in danger of turning out too many embittered and resentful young men at this time, when our national and international problems can only be solved through the growth of wisdom and tolerance which cannot be expected to thrive under straining and oppressive conditions of life."

Turning to consideration of the situation at Princeton, Dean Gauss declares that through student employment, scholarships and an increase in the appropriation for student loans, "we have been able to cope with the situation." No undergraduate of promise has been denied the privilege of continuing his education, Dean Gauss says.

Prize in Books

For Student Owning Best Library

NEW LONDON, Conn.—A prize of $50 in books for the best personal library accumulated by a senior at Connecticut College for women has been offered by Charles E. Rush, of New Haven, associate librarian of the Sterling Memorial Library at Yale University. Mr. Rush is a member of the board of trustees. Dr. Katharine Blunt, president of the college, announced Tuesday morning that the prize would be awarded in May to the senior who, during her college years, acquired the best personal library and gave evidence of discriminating judgment in the selection of titles supplementing her interests while in college.

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D-210

Students Get Monthly Relief Of $1,414,940 from FERA Funds

WASHINGTON. — Harry L. Hopkins, emergency relief administrator, brought college students on a large scale into the program of Federal relief with the announcement that financial aid would be given to the extent of $1,414,940 monthly to 94,331 needy students in 1,466 colleges and universities.

With Yale and Harvard strangely missing, virtually all the colleges in the United States, District of Columbia, Hawaii and Puerto Rico will be provided for on a definite basis of relief for 12 per cent of the enrollment of each college as of October 15, 1933. The relief student will be permitted to earn as much as $20 a month in work of one sort or another under the direction of the college, but the allotment of funds to each college will be on the basis of $15 a month for each of the full-time students included in the 12 per cent quota. The selection of students to receive aid is to be from among those who, without this help, would be unable to attend or remain in college.

The largest portion of college relief will be to New York State, where $164,325 will be given monthly to 10,955 students in seventy-six colleges and universities. In California seventy-eight institutions and 7,446 students will be eligible to receive $11,690 monthly. In Illinois sixty-five colleges and 5,753 students will receive $86,295.

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Seek Reds

Vigilantes Patrol California Campus

LOS ANGELES, Cal. — Vigilantes selected by students patroled the campus of the University of California at Los Angeles recently while Dr. Ernest C. Moore, provost and vice-president, issued an appeal to universities and fraternities throughout the nation to become active helpers of the United States in its day of difficulty with radical agitation among students. The vigilantes came from ranks of athletes. They vowed to rid the campus of radicalism "with force if necessary." These were the latest developments in the suspension of five student officers, announced earlier by Mr. Moore, on charges of promoting radical activities.

Family of Teachers

BROCKTON, Mass. — Mrs. Martha J. Farwell, for twenty-nine years a member of the Brockton School Committee, and the last member of the first city government of Brockton, died recently in her ninetieth year. Mrs. Farwell, a sturdy representative of old New England stock, was a native of old North Bridgewater, now Brockton. She was a direct descendant in the eighth generation from Samuel Packard, the first of the name in this country, who came from Windham, near Hingham, England, in the ship Diligence, settling first in Hingham, Massachusetts, in 1738, and later moved to West Bridgewater. Mrs. Farwell was a leading figure and a forerunner of a family destined to be outstanding in educational circles. Herself a teacher, her daughter, Mrs. Bell, and her son, Edgar W. Farwell, and her daughter-in-law, Mrs. Edgar W. Farwell, have been teachers and prominent in educational lines in Brockton. Her granddaughter, Miss Dorothy Bell, is preparing to be a teacher, and another granddaughter, Miss Farwell, is establishing a brilliant reputation as a high school teacher. It is seldom that such a record is found in one family. Mrs. Farwell was a woman of strong character and fine personality and to her native city she gave her best.

Trade Teachers

Applications Made For Foreign Positions

NEW YORK.—Applications are now being received by the English-Speaking Union from both men and women secondary school teachers who would like to teach in Great Britain for the year 1935-36. Application forms and full information may be obtained by addressing Miss Elisabeth Patch, Education Secretary, English-Speaking Union, 19 West 44th street, New York, N. Y. Since 1925 twenty-seven such exchanges have been arranged by this organization, including the following for the current school year: Miss Alice M. Connor, of the Commercial High School, New Haven, Connecticut, and Miss B. M. Punter, of Enfield, England (English). Miss Frances Failing, of the George Washington High School, Indianapolis, Indiana, and Miss Elsie M. Andrews, of Farnham, Surrey, England (Art). Miss Harriet Howard, of Northfield Seminary, East Northfield, Massachusetts, and Miss Ellen Cumber, of London, England (Mathematics). Miss Nona Mae Shepard, of the Central High School, Tulsa, Oklahoma, and Miss Margaret Coats, of Glasgow, Scotland (Physical Education). Miss Florence Williams, of Central High School, Flint, Michigan, and Miss M L. H. Gilchrist, of Glasgow, Scotland (Physical Education).

Latin Optional

TORONTO, Ont. — J. L. Simpson, Ontario Minister of Education, said recently he was studying a plan for the Province which might result in making optional in high school the study of Latin, geometry, and trigonometry. The plan would emphasize the study of arithmetic. The idea behind it is to provide more vocational training.

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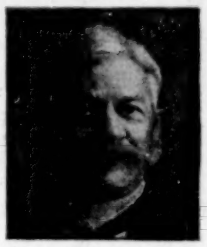

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High School Year

300th Anniversary of Secondary Schools

WASHINGTON. — The department of secondary school principals of the National Education Association will celebrate during the current school year the 300th anniversary of American high schools. The beginning of high school education and the founding of free public education occurred simultaneously with the opening of the Boston Latin School three centuries ago. Charles F. Allen, president of the principals' organization, in announcing the celebration, points out that from a handful of boys, with only Latin classics as their preparation for the professions, the country's high school student body has grown to 6,000,000 boys and girls, studying courses for almost every conceivable type of occupation. "But for all three centuries of experience and our vast responsibility," Mr. Allen says, "we have still ahead of us the goal that was laid down so long ago in Boston: democratic, universal, free public education. Nearly 50 per cent of our boys and girls of high school age today are deprived of a high school education."

Calls For State Aid

Without It, Cuts Must Go Deeper

UTICA, N. Y.—Public school expenditures in the State of New York have been reduced $51,000,000 and inspection reports indicate a further cut of from $10,000,000 to $20,000,000, according to Dr. A. D. Simpson, assistant commissioner of education for finance, who addressed a convention of 6,000 teachers here from nine counties. The decrease is largely in teachers' salaries and curtailment of instruction, said Dr. Simpson. He emphasized the need for State aid, to be derived from non-property taxes. Receipts from taxes on property in school districts, he said, decreased $28,000,000 from 1923 to 1933. Senator J. R. Hanley, of Perry, defended the State's management of local education and declared that "there is much foolishness being written and spoken about the way our State interferes with our schools. I maintain the average school trustee is totally unable to work out a proper school curriculum. The average school executive lacks the power to force equipment and standards of education upon the boards."

Elementary Principals

WASHINGTON, D. C.—The Department of Elementary School Principals will figure prominently in the February meeting of the National Education Association at Atlantic City, according to an announcement issued today by Eva G. Pinkston, executive secretary of the department. The program for Monday, February 25, 1935, will be sponsored by the New Jersey Principals' Association. The next day but one—Wednesday— has been designated by President E. E. Oberholtzer, of the Department of Superintendence, as "Principals' and Supervisors' Day." Miss M. Emma Brookes, as president of the D. E. S. P., has arranged for the afternoon program to be a panel discussion. Dr. J. Cayce Morrison, Assistant Commissioner of Education of the State of New York, will be the chairman. An unusually large attendance of elementary principals is expected.

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Allyn and Bacon, Boston, New York, Chicago, Atlanta, San Francisco, Dallas

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Whither the Critical Spirit?

(Continued from Page 509)

if he fears the loneliness which falls unrelentingly on its critics, he will bend his neck, and peacefully assume the yoke of social conformity. He will lose his identity in the crowd, and submit to whatever is, because it is right! But inwardly the conflict will rage, and his critical spirit will come to plague him with his cowardice and his treachery to the truth he has seen.

An amply endowed critical spirit will see all these things—and more. Let us be clear on this point. We shall not, we cannot teach confusion. But by the training we give our students, we make it virtually impossible for them not to see it and feel it. We are content with making merely critical-minded students. Other influences, more powerful, are militantly engaged in making them critical-minded about specific things. In our innocence, we have failed to envision the social and personal consequences of critical-mindedness. Since it is we who are to be held primarily and ultimately accountable for the cultivation of this attitude, we should be prepared to shoulder part of the responsibility for the psychological unrest which it will inevitably generate in these young minds. If we cannot give them the key to the universe, if the best we can do is to educate them for martyrdom, we should tell them so, baldly and realistically. If we are preparing them for life as it is, or if we are preparing them to remake their society, let us at least be honest with them. Let us allow them to choose sanely whether they want to conform to the regnant social philosophy, or whether they want to "remould it nearer the heart's desire." The choice must be theirs. But it must be a conscious choice, the result of quiet and deliberate judgment, not of bewildered disillusionment.

The Alcove for New Books

Health For All

HIGHROADS TO HEALTH. By S. Weir Newmayer, Supervisor of Medical Inspection of Public Schools, Philadelphia, and Edwin C. Broome, Superintendent of Schools, Philadelphia. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

A sensible, well written text on the essentials of bodily health, is "Highroads to Health," by Newmayer and Broome.

It is a practical guide for the boy or girl who wishes to keep well and fit. Even the pupil who is rather indifferent to such matters is led to see their importance and encouraged to form proper health habits. Unusually effective this text should be in selling the importance of abundant health and in conveying the simple rules and principles that must be followed.

The present revised edition has taken into account the most recent studies in hygiene and the methods of presenting it to children. The change in the status of alcoholic drinks has brought that age-old problem back into the field of education, and so we find in this text an excellent chapter on the detrimental effects of alcohol upon the human body. The treatment given to tea, coffee, and tobacco is wholesome and sane.

Due emphasis is given throughout to the community aspects of health, although the book's primary aim is to teach good health as a way of living for the individual.

A decidedly teachable, learnable text is this; interesting and to the point; plentifully related to the everyday experiences and observations of the pupil.

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The Art of Figuring

UNIT MASTERY ARITHMETICS. Books I, II, III. By John C. Stone, State Teachers College, Montclair, New Jersey; Clifford N. Mills, State Normal University, Normal, Illinois; Virgil S. Mallory, State Teachers College, Montclair, New Jersey. Chicago, New York, Boston: Benj. H. Sanborn & Company.

Assuredly interesting and to-be-looked-at-before-deciding, is this series of three texts for the junior high school grades. The authors have undertaken to make mathematics easy to learn, easy to teach, and interesting to the pupil. These aims have been admirably carried out, so far as one can tell from an examination of the three volumes. The essentials of arithmetic, elementary algebra and samplings of geometry and trigonometry have been presented clearly and in a manner to gain and hold the pupil's attention. Indeed there is constant motivation for the mastery which these books seek to accomplish. Moreover—there is an excellent amount of information and suggestion which is likely to have a wholesome effect on the habits and attitudes of the boys and girls. The units on thrift, for instance, deal with some very practical problems, and are quite enlightening as to costs, values, extravagance and wise spending.

The three books comprise a well-organized and well-graded system of procedures for teaching of mathematics in grades seven, eight, and nine. Liberal treatment has been given to graphs, measurements, and geometric design.

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Personal Economics

ECONOMIC CITIZENSHIP. By John A. Lapp and A. Franklin Ross, Head of the Department of Social Studies, Stuyvesant High School, New York City. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath & Company.

The management of one's own affairs, one's talents, one's job, one's earnings, in a manner to spell personal success and useful citizenship as well, is a task calling for all the light that education can shed upon it. This attractive, handy-sized volume is a bright searchlight playing upon that particular spot, and is intended for the ninth grade in school—in order to reach those children who may drop out at the end of junior high school.

In these pages the pupil is taught, against a background of man's historic development in tool-using, in wealth-production and in social organization, the elements which enter into personal success (of a socially desirable sort). He is given advice about education, choosing a career, managing his job, budgeting his earnings, saving and investing; and at the same time he gathers much useful information about the economic structure and the sort of teamwork that is demanded from the members of a community if its prosperity is to be solidly based and properly shared.

Character and citizenship are radiated from every page. Such a text helps equip the pupil for the changes of a changing world. Indirectly, it should help to regulate such changes and make them generally beneficial.

Study of Differences

INDIVIDUAL DIFFERENCES. By Frank S. Freeman, Assistant Professor of Education, Cornell University. New York: Henry Holt and Company.

Dr. Freeman presents a scholarly treatment of the major experiments so far made in the field of individual differences. Such factors as age, sex, nationality or race, special abilities and disabilities receive consideration in the light of the latest findings. From a great diversity of material, much of it contradictory, the author manages to construct a theory of his own. The volume is technical enough for the specialist in psychology or education, and at the same time sufficiently clear and informal to interest the less scientifically trained student. The author stresses the need for deeper inquiry into the factors of personality which have thus far eluded the grasp of investigators, but which have much to do with determining social effectiveness.

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Simplified Economics

ECONOMICS. An Introduction to Fundamental Problems. By Augustus H. Smith, High School of Commerce, Springfield, Mass. New York and London: McGraw Hill Book Company, Inc.

Making the difficult and frequently drab subject of economics both clear and interesting to high school pupils, was the challenging task undertaken by Augustus H. Smith in preparing this "Economics—An Introduction to Fundamental Problems."

Mr. Smith brought to his task a ripe experience in teaching social sciences in an important secondary school. He first issued his book in the form of mimeographed sheets, which were tested in his own classes and in other classes likewise.

The result is a textbook that manifests remarkable simplicity without apparent sacrifice of subject matter. The book is comprehensive as well as comprehensible. And it is alluring also. Various teaching helps are provided, including an excellent set of problems.

Although the organization and treatment of economic principles follows traditional lines, there is no air of complete satisfaction with things as they are in the economic picture. At the conclusion of the book are given accounts and criticisms of recent experiments in economic planning, and a chapter of suggestions for a number of changes which might be made in the American economic order without overthrow of cherished ideals and institutions.